



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

SPANISH (FOREIGN LANGUAGE)

0530/22

Paper 2 Reading

May/June 2016

MARK SCHEME

Maximum Mark: 45

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **9** printed pages.

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1 General Marking Notes

2 General Marking Principles

2.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 3. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with your Team Leader if necessary (or with your Product Manager if you are a single Examiner), and award marks accordingly.

The following marking principles underpin the detailed instructions provided in Section 3 of the Mark Scheme. **Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme.**

2.2 Crossing out:

- (a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- (b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

2.3 Reading tasks: more than the stipulated number of boxes ticked/crossed by the candidate:

- (a) If more than one attempt is visible, but the candidate has clearly indicated which attempt is his/her final answer (e.g. by crossing out other attempts or by annotating the script in some way) mark in the usual way.
- (b) If two attempts are visible (e.g. two boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
- (c) In questions where candidates are required to tick a number of boxes (e.g. tick the 6 true statements) the general rule to be applied is as follows: the number of 'extra' answers indicated by the candidate is deducted from the number of correct answers and the remaining number is the mark awarded, e.g. the candidate is required to tick 6 true statements, but instead ticks 8 statements. 5 of the 6 ticks are correctly placed, but 2 of the ticks are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2). Therefore the candidate is awarded a mark of 3.

number of correct ticks: 5
minus number of extra ticks: -2
mark awarded: = 3

- (d) Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks two, one in pen and the other in pencil, the mark cannot be awarded unless there is some explicit indication from the candidate as to which is his/her final answer.

2.4 Reading tasks: for questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

Both correct answers on line 1 and line 2 blank = 2
Both correct answers on line 1 and line 2 wrong = 1
(or vice-versa)

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2.5 Reading tasks: answers requiring the use of Spanish (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies provided the message is clear.

- (a) 'If in doubt, 'sound it out'': if you read what the candidate has written, does it sound like the correct answer?
- (b) Look-alike test: does what the candidate has written look like the correct answer?
- (c) Accept incorrect gender or person unless Mark Scheme specifies otherwise.
- (d) Accept incorrect possessive adjectives e.g. *mi, tu, su*, unless Mark Scheme specifies otherwise (in general, Section 2 accept, Section 3 consult Mark Scheme carefully).

2.6 Unless the Mark Scheme specifies otherwise, **do not accept incorrect Spanish if the word given means something else in Spanish.** (Incorrect Spanish which constitutes a word in any language other than Spanish is marked (i) on the basis of whether it is accepted or refused in the Mark Scheme and (ii) if not mentioned in the Mark Scheme, on the basis of 2.5 above).

2.7 Annotation used in the Mark Scheme:

- (a) INV = Invalidation and is used when additional material included by the candidate is judged to invalidate an otherwise correct answer thus preventing him/her from scoring the mark (INV = 0).
- (b) **tc** = 'tout court' and means that on its own the material is not sufficient to score the mark.
- (c) HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
- (d) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

2.8 No response and '0' marks

There is a NR (No Response) option in **scoris**.

Award NR (No Response):

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

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2.9 Extra material: Section 2, Exercise 2

In **Section 2, Exercise 2**, reward the candidate for being able to locate the answer in the passage. Do not worry about lifting unless a lift is specifically rejected in the Mark Scheme.

Unless the Mark Scheme states otherwise, ignore extra material given in an answer.

2.10 Extra material: Section 3

In **Section 3** it is the candidate's responsibility to answer questions in such a way as to demonstrate to the Examiner that s/he has understood the texts/questions. Where candidates introduce extra, irrelevant material to an otherwise correct answer the danger is that the Examiner is being forced to 'choose' the correct answer and s/he cannot be certain that the candidate has shown understanding. Where the Examiner is put in this position the mark cannot be awarded.

In **Section 3**, look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme (Section (3)) provides specific guidance but in cases not covered, the following general rules apply:

(a)	Extra material, mentioned in the Mark Scheme, which reinforces the correct answer or in itself constitutes an alternative correct answer:	this is acceptable and is not penalised
(b)	Extra material which constitutes an alternative answer, but which is not explicitly mentioned in the Mark Scheme:	the Examiner needs to decide, by consulting the text and the Team Leader if necessary whether the alternative answer constitutes: (i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded (ii) or an answer which on its own would be refused, in which case this falls into category (c) and the answer should be refused
(c)	Extra material which constitutes an alternative answer specifically refused in the Mark Scheme:	this puts the Examiner in the position of having to 'choose' which is the candidate's 'final' answer – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(d)	Extra material which distorts or contradicts the correct answer:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(e)	Extra material introduced by the candidate and which does not feature in the text:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded. It can sometimes be difficult to draw the line between what is a deduction made by an able candidate on the basis of what they have read and pure guesswork. Therefore where an answer of this sort occurs which is not covered in the Mark Scheme, Examiners should consult their Team Leader

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3 Detailed Mark Scheme

Sección 1

Ejercicio 1 Preguntas 1–5

1	B	[1]	
2	C	[1]	
3	B	[1]	
4	A	[1]	
5	D	[1]	

[Total: 5]

Ejercicio 2 Preguntas 6–10

6	B	[1]	
7	C	[1]	
8	A	[1]	
9	D	[1]	
10	F	[1]	

[Total: 5]

Ejercicio 3 Preguntas 11–15

11	B	[1]	
12	B	[1]	
13	C	[1]	
14	C	[1]	
15	A	[1]	

[Total: 5]

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Sección 2

Ejercicio 1 Preguntas 16–20

16	hasta	[1]	
17	debe	[1]	
18	piscina	[1]	
19	difícil	[1]	
20	ruido	[1]	

[Total: 5]

Ejercicio 2 Preguntas 21–30

- In this exercise, reward the candidate for being able to locate the answer in the passage. Ignore extra material (whether Spanish is accurate or inaccurate).
- Accept lifting unless it is specifically refused in the Mark Scheme.
- Read Section 1: General Marking Principles.

ACCEPT		REFUSE
21	(para) <u>dar consejos</u> a futuros estudiantes [1]	para futuros estudiantes
22	(vivió/vivió) en el piso <u>de unos/sus tíos</u> [1]	en el piso / en la casa de sus padres
23	(es más) caro [1]	es más caro pero hay más libertad
24	tenía miedo (de no hacer amigos) / <u>sentía</u> que no puede hacer amigos [1]	fue inolvidable / no hacer amigos
25	tenía/tenían/tiene las mismas aficiones (que ellos/el) [1]	las mismas aficiones (<i>verb needed for mark</i>) / luego ...
26	(me/le/se gustaría) trabajar (más) en grupo(s)/equipo [1]	en grupo
27	(i) <u>la comida</u> es rica [1]	es rica / la comida es rica y, de todas maneras
	(ii) (todavía) no cocina/cocino bien / de todas maneras todavía no cocino bien [1]	
28	(estudia/estudio/va) (a/en) (la) biblioteca [1]	va a estudiar
29	(es muy) segura [1]	es genial tc

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Sección 3

Look for signs of genuine comprehension. Usually, candidates who lift indiscriminately fail to demonstrate comprehension and will not score the mark. However, careful lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme provides specific guidance but in cases not covered, see Section 1: General Marking Principles.

Ejercicio 1 Preguntas 30–34

1 Mark per question for True or False
1 Mark for correcting False statement (30, 32, 34)

First award marks for the True/False element and then award marks for the justification of the False statements.

VERDADERO FALSO

30	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
31	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]
32	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]
33	<input checked="" type="checkbox"/>	<input type="checkbox"/>	[1]
34	<input type="checkbox"/>	<input checked="" type="checkbox"/>	[1]

ACCEPT: CHECK FALSO IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
<p>30 muchos están convencidos de que será (la) campeona (del mundo) /</p> <p>muchos creen/piensan que (Ruth) podrá ser (la) campeona [1]</p>	<p>(sin embargo) se está preparando ... / campeona</p>
<p>32 le/la/lo/se/ella/su da igual vivir en lugares diferentes /</p> <p>está acostumbrada a vivir en lugares diferentes /</p> <p><u>ella</u> estoy acostumbrada a vivir en lugares diferentes /</p> <p>le da igual estar lejos/fuera de casa todo el tiempo [1]</p>	<p>estoy acostumbrada a vivir en lugares diferentes /</p> <p>a Ruth no le molesta estar lejos de casa todo el tiempo /</p> <p>me da igual ... /</p> <p>le/la/se gusta vivir en lugares diferentes /</p> <p>por lo tanto ...</p>

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<p>34 los estadios están (casi) vacíos / poca gente va a las competiciones / son muy entretenidas pero los estadios están casi vacíos [1]</p>	<p>... <u>por desgracia</u>, los estadios están casi vacíos / ...y no entiendo/entiende por qué / est<u>u</u>dios / no mucha gente va a las competiciones / las que tienen ... vacíos</p>
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Ejercicio 2 Preguntas 35–41

ACCEPT	REFUSE
<p>35 (tienen que pagar) (el) transporte (desde casa hasta el campamento) /</p> <p>el único gasto (que tienen) es el transporte (desde casa hasta el campamento) [1]</p>	<p>(tienen que pagar) <u>es</u> el transporte (desde casa hasta el campamento) /</p> <p>(gasto que) <u>tenemos</u> que pagar es el transporte desde casa hasta el campamento /</p> <p>el transporte y el avión /</p> <p>el avión /</p> <p>el único gasto que <u>tenemos</u> es el transporte desde casa hasta el campamento</p>
<p>36 <u>participan/hay/habr�</u> voluntarios de diferentes/otros pa�ses (lo que mejorar� la experiencia) [1]</p>	<p>este verano ... experiencia /</p> <p>participar voluntarios de diferentes pa�ses</p>
<p>37 (los voluntarios) (dirigidos por arquitectos) (se) dedicar�n al cuidado de los edificios <u>antiguos</u> (en Piedrablanca) /</p> <p>cuidar�n/cuidar los edificios antiguos [1]</p>	<p>antiguos, aunque ... /</p> <p>al cuidado de los edificios antiguos /</p> <p>refuse answers with the present tense</p>
<p>38 (sab�a/sabe que) el trabajo ser�a/ser�a duro / (sab�a/sabe que) el trabajo era/es duro [1]</p>	<p>sab�a que el trabajo ser�a duro as� que decid� <u>entrenarme</u></p>
<p>39 <u>estaban</u> (muy) cansados /</p> <p>estaban muy cansados y <u>por eso</u> pocos se interesaron [1]</p>	<p>sin embargo ... /</p> <p>son/est�n muy cansados (<i>refuse present tense</i>)</p>
<p>40 (ten�a/tuvo/ten�an <u>que</u>) dormir en el suelo [1]</p>	<p><u>ten�amos</u> que dormir en el suelo /</p> <p>lo que encontr� dif�cil /</p> <p>tiene que dormir en el suelo (<i>refuse present tense</i>) /</p> <p>tenieron que dormir en el suelo /</p> <p>ten�a dormir en el suelo (<i>refuse without que</i>)</p>
<p>41 (piensa/piensan) (que) <u>son</u> educados (y est�n mejorando el pueblo) /</p> <p>al principio/antes la gente pensaron/pensaban/pensaba/pens� que los voluntarios no se portar�n bien pero ahora piensa/piensan/descubre que son educados [1]</p>	<p>descubrieron/descubrimos que ... /</p> <p>(los habitantes de Piedrablanca) est�n de acuerdo con el proyecto /</p> <p>no se portaran bien</p>

[Total: 7]